

### Core Question 1: Is the educational program a success?

The Academic Performance Framework, outlined in Core Question 1, gauges the academic success of schools in serving their target populations and closing the achievement gap in Indianapolis. Core Question 1 consists of seven indicators designed to measure schools on how well their students perform and grow on standardized testing measures, attendance, and school-specific measures.

*Note: The Academic Performance Framework has been revised to include additional measures and to reflect changes in state accountability systems. For this reason, not all historical ratings are based on the listed indicator targets, and some historical ratings are not available.*

1.1. Is the school's academic performance meeting state expectations, as measured by Indiana's accountability system?							
Indicator Targets	Does not meet standard		School has received an 'F' for the most recent school year OR has received a 'D' for the last two consecutive years.				
	Approaching standard		School has received a 'C' for the most recent school year.				
	Meets standard		School has received a 'B' for the most recent school year.				
	Exceeds standard		School has received an 'A' for the most recent school year.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	ES	ES	ES	DNMS	MS		
Sub-ratings	Sub-ratings				Points	Result	Sub-rating
	Elementary/Middle School Letter Grade				3.0	B	MS
	High School Grade Letter Grade				Not Evaluated		

The Indiana State Board of Education awarded Christel House Academy South an **B** for its 2013-14 school year performance. A school receives its final letter grade by earning proficiency points in both English/Language Arts and Math, and receiving a combination of bonus and penalty points based on student growth. For detailed information about how the Indiana Department of Education calculates A-F letter grades, click [here](#).

#### State Accountability Results

In Spring 2014, 80.0% of Christel House Academy South students passed the English/Language Arts portion of ISTEP+, while 83.1% of students passed the Mathematics portion.

In English/Language Arts, Christel House Academy South received no bonus points for growth in either super subgroup. The school did not receive any penalties for overall low growth.

In Mathematics, the school received no bonus points for growth in either super subgroup. The school did not receive any penalties for overall low growth.

Based on its ISTEP+ proficiency levels and its bonuses and penalties, the school received a **B** for the 2013-14 school

#### English/Language Arts

**B** + No Growth Bonus - No Growth Penalty  
Proficiency

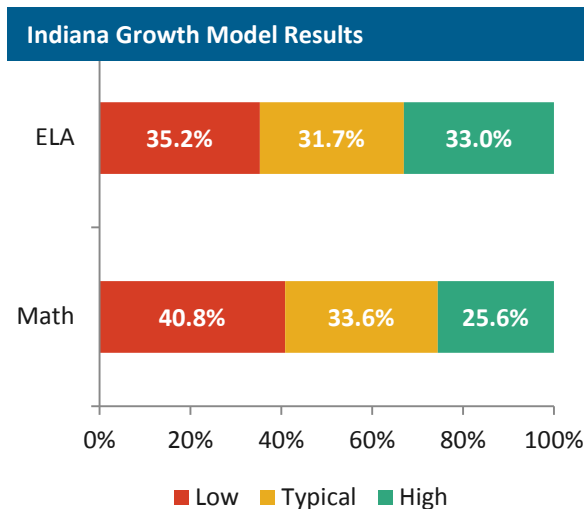
#### Mathematics

**B** + No Growth Bonus - No Growth Penalty  
Proficiency

year and received a **Meets Standard** on the Office of Education Innovation (OEI) performance framework.

1.2. Are students making substantial and adequate gains over time, as measured by the Indiana Growth Model							
<b>Indicator Targets</b>	<i>Only applicable to schools serving students in any one of, or combination of, grades 4-8.</i>						
	Does not meet standard	Results from the Indiana Growth Model indicate that less than 60.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Approaching standard	Results from the Indiana Growth Model indicate that 60.0-69.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Meets standard	Results from the Indiana Growth Model indicate that 70.0-79.9% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
	Exceeds standard	Results from the Indiana Growth Model indicate that at least 80.0% of students are making sufficient and adequate gains ('typical' or 'high' growth).					
<b>School Rating</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
	2009-10	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16
	Not Evaluated	AS	AS	DNMS	AS		

Under the Indiana Growth Model, the IDOE compares each student's growth on ISTEP+ from one year to the next and determines whether students made low, typical or high growth compared to their academic peers. For more information on how growth is determined, click [here](#).



Each year, the Mayor's Office looks at a weighted average of students earning typical or high growth to ensure that students are making substantial and adequate gains over time. For more information on this calculation, see page 19 of the expanded criteria of the OEI performance framework.

In 2013-14, 64.8% of Christel House Academy South students made typical or high growth in English/Language Arts, while 59.2% made those gains in Mathematics.

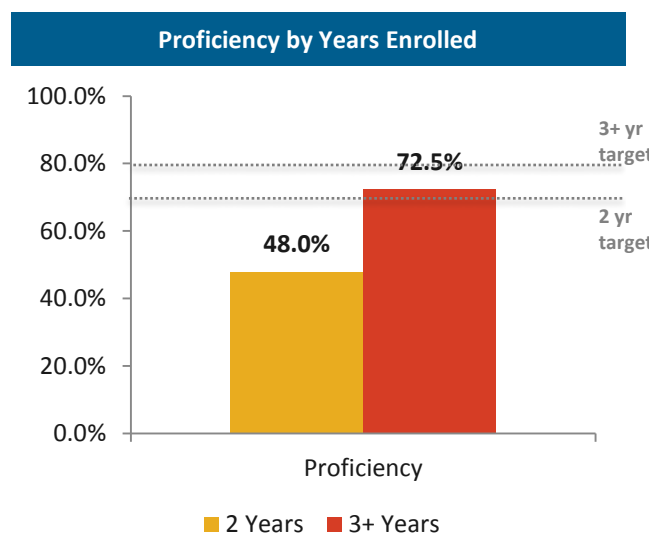
As shown in the table below, a weighted average across both subjects shows that 62.0% of students at Christel House Academy South made sufficient gains in 2013-14. Thus, the school received an **Approaching Standard** on the OEI performance framework.

Subject	Low Growth	Typical Growth	High Growth	Total Sufficient
English/Language Arts	35.2%	31.7%	33.0%	64.8%
Math	40.8%	33.6%	25.6%	59.2%
<b>Weighted Average</b>				<b>62.0%</b>

1.3. Does the school demonstrate that students are improving, the longer they are enrolled at the school?							
<b>Indicator Targets</b>	Does not meet standard	Less than 60.0% of students who have been enrolled at the school 3 or more years demonstrate proficiency on state standardized assessments.					
	Approaching standard	At least 60.0% of students enrolled 2 years and 70.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Meets standard	At least 70.0% of students enrolled 2 years and 80.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
	Exceeds standard	At least 80.0% of students enrolled 2 years and 90.0% of students enrolled 3 or more years demonstrate proficiency on state standardized assessments.					
<b>School Rating</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
	2009-10	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16
	Not Evaluated				<b>AS</b>		

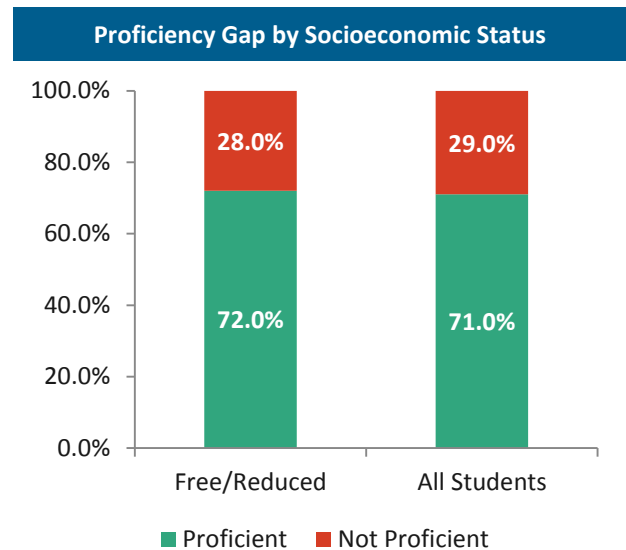
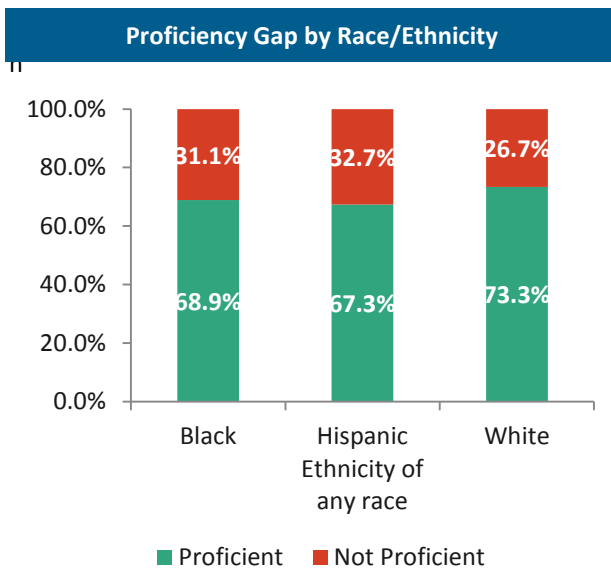
Many Mayor-sponsored charter schools are serving student populations from chronically low-performing schools. Recognizing this, the OEI performance framework examines student proficiency as a function of how many years students have been enrolled at the school – allowing more time for the school to reach a high level of student proficiency on standardized assessments.

Of those students enrolled at Christel House Academy South for two years, 48% were proficient on both English/Language Arts and Mathematics. Of those enrolled at the school for three or more years, 72.5% were proficient on both subjects. Thus, the school earned a **Approaching Standard** on the OEI performance framework.



1.4. Is the school providing an equitable education for students of all races and socioeconomic backgrounds?							
<b>Indicator Targets</b>	Does not meet standard	School has more than 15% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.					
	Approaching standard	School has no more than 15% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.					
	Meets standard	School has no more than 10% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.					
	Exceeds standard	School has more than 5% difference in the percentage of students passing standraized assessments amongst races and socioeconomic statuses.					
<b>School Rating</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
	2009-10	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16
	Not Evaluated				MS		

Each year, the Indiana Department of Education reports student results disaggregated by race/ethnicity groups and soccecionomic status. Disaggregated performance for Christel House Academy South is captured below.



While 72% of all Christel House Academy South students were proficient, there are gaps between the overall performance of a variety of student groups.

As shown in the left graph above, the largest of these gaps occurs between White student proficiency and Hispanic student proficiency, resulting in a difference of 6.0%.

OEI was unable to examine Socioeconomic subgroup performance due to a largely homogenous student population. In order to report on subgroup performance, a subgroup must have at least 30 students.

The larger of these two differences, the 6.0% difference in Racial groups, leads to Christel House Academy South receiving a **Meets Standard** on the OEI performance framework for the 2013-14 school year.

1.5. Is the school's attendance rate strong?							
<b>Indicator Targets</b>	Does not meet standard		School's attendance rate is less than 95.0%.				
	Meets standard		School's attendance rate is great than or equal to 95.0%.				
<b>School Rating</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>Year 12</b>	<b>Year 13</b>	<b>Year 14</b>
	2009-10	2010-11	2011-12	2012-13	<b>2013-14</b>	2014-15	2015-16
	Not Applicable				<b>MS</b>		
	Sub-ratings					Result	Rating
	Elementary/Middle School Grades					96.2%	<b>MS</b>
	High School Grades					92.2%	<b>DNMS</b>

Starting at the age of 7, students in Indiana are required to attend school regularly. Habitual truancy is defined by the Indiana Department of Education as 10 or more days absent from school, meaning students are required to attend school for 95% of the 180 days in the school year.

Christel House Academy South's elementary/middle school grades had an average attendance rate of 96.2%, while the high school grades averaged 92.2%.

Christel House Academy South has an aggregate attendance rate of 95.2%, although there are a few grade levels that dip below the 95% standard. Due to its aggregate rate, however, Christel House Academy South receives a **Meets Standard** on the OEI performance framework.

**Attendance by Grade Level**

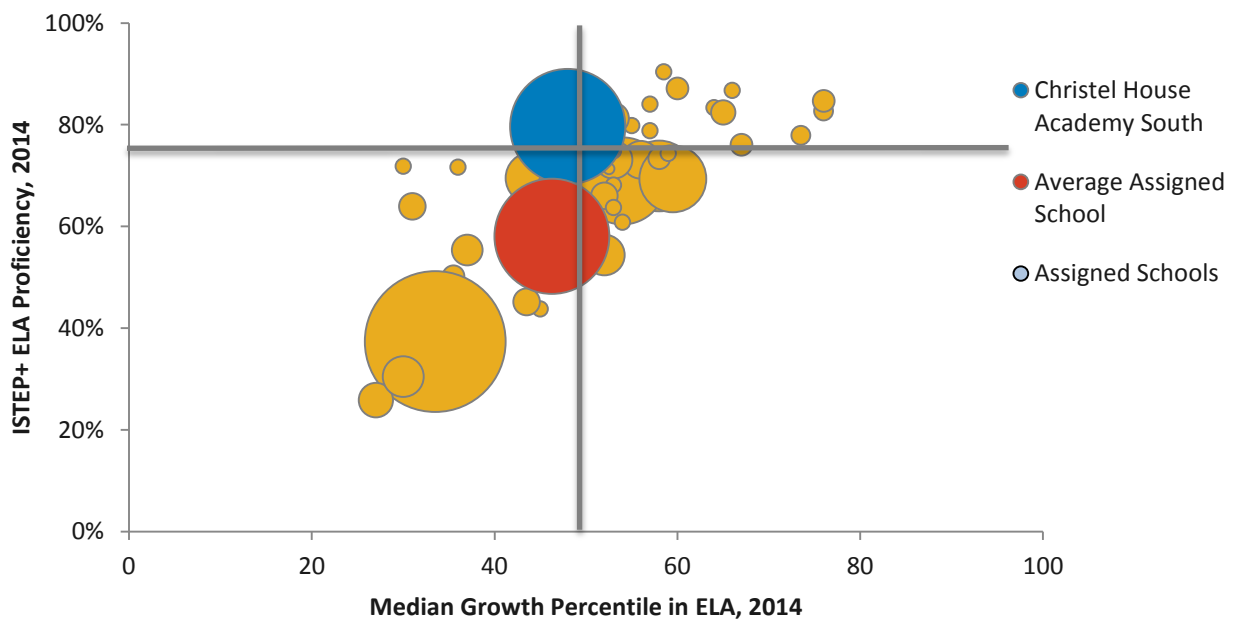
<b>Kindergarten</b>	<b>95.8%</b>	<b>7<sup>th</sup> Grade</b>	<b>96.0%</b>
<b>1<sup>st</sup> Grade</b>	<b>95.8%</b>	<b>8<sup>th</sup> Grade</b>	<b>95.4%</b>
<b>2<sup>nd</sup> Grade</b>	<b>95.8%</b>	<b>9<sup>th</sup> Grade</b>	<b>94.8%</b>
<b>3<sup>rd</sup> Grade</b>	<b>97.3%</b>	<b>10<sup>th</sup> Grade</b>	<b>91.9%</b>
<b>4<sup>th</sup> Grade</b>	<b>95.9%</b>	<b>11<sup>th</sup> Grade</b>	<b>92.8%</b>
<b>5<sup>th</sup> Grade</b>	<b>96.6%</b>	<b>12<sup>th</sup> Grade</b>	<b>89.3%</b>
<b>6<sup>th</sup> Grade</b>	<b>97.0%</b>		
<b>Overall Average</b>		<b>95.2%</b>	

1.6. Is the school outperforming schools that the students would have been assigned to attend?							
Indicator Targets	Does not meet standard		School's overall performance in terms of proficiency and growth is lower than that of the schools the students would have been assigned to attend.				
	Approaching standard		School's overall performance in terms of proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Meets standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
	Exceeds standard		School's overall performance in terms of both proficiency and growth outpaces that of the schools the students would have been assigned to attend.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	ES	ES	ES	AS	MS		

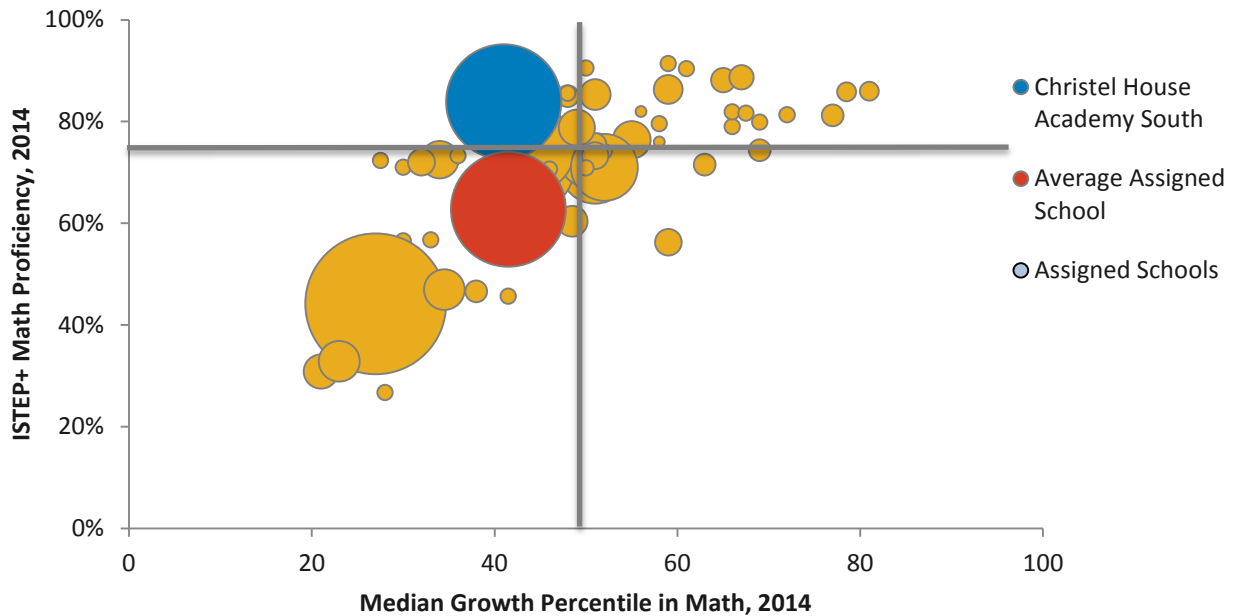
The Office of Education Innovation compared the performance of Christel House Academy South to that of Marion County public schools that students would have been assigned to attend based on their place of residence.

The figures on the following page display the results of this comparison. In these figures, **yellow** bubbles represent the traditional public schools that students would have been assigned to attend if they did not attend Christel House Academy South. The size of each **yellow** bubble is proportional to the number of students who would have attended that school. The horizontal axis line represents the average ISTEP+ performance in Indiana, while the vertical axis line represents the 50% growth percentile. Schools located above the horizontal axis had better-than-average performance, while schools located to the right of the vertical axis showed better-than-average growth. The **red** bubble represents the average performance and improvement of all assigned schools. The **blue** bubble represents the performance of Christel House Academy South students.

As shown below, Christel House Academy South students' overall proficiency outpaced that of their peers in English/Language Arts. Christel House Academy South students also had a higher Median Growth Percentile (MGP) in ELA.



As shown below, Christel House Academy South students' overall proficiency outpaced that of their peers in Math, but Christel House Academy South students had a lower Median Growth Percentile (MGP) in Math.



In combination, Christel House Academy South students outperformed their peers in three of four categories, earning the rating **Meets Standard** for the 2013-14 school year.

1.7. Is the school meeting its school-specific educational goals?							
Indicator Targets	Does not meet standard		School does not meet standard on either school-specific educational goal.				
	Approaching standard		School is 1) approaching standard on one school-specific educational goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific educational goals, or 3) meeting standard on one school-specific educational goal, while approaching standard on the second goal.				
	Meets standard		School is 1) meet standard on both school-specific educational goals, or 2) meeting standard on one school-specific educational goal while exceeding standard on the second goal.				
	Exceeds standard		School is exceeding standard on both school-specific educational goals.				
School Rating	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	Not Evaluated				MS		

School-specific Information	Goal	Result	Rating
	All primary students will achieve annual individual growth goals in mathematics on a yearly basis.	93.9%	ES
	All students will develop the character strengths necessary to achieve at a college-prep school.	92%	MS

Each year, Mayor-sponsored charter schools set two educational goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2013-14, Christel House Academy South set its first goal around individual student growth in mathematics. The school reports that 93.9% of students met the criteria for the goal, and therefore received an **Exceeds Standard** on its first goal.

Christel House Academy South set its second goal around students developing character strengths necessary for achievement. The school reports that 92% of students showed annual growth in grades 3-5, and therefore received a **Meets Standard** on its second goal.

Overall, Christel House Academy South received a **Meets Standard** on the OEI performance framework.

#### School Mission Statement

The mission of Christel House Academy is to be recognized as a provider of outstanding education to an underserved population and will maintain high standards of academic rigor, efficiency and accountability. It will provide students with the academic proficiency necessary for higher education, equip them with the desire for lifelong learning, strengthen their civic, ethical and moral values, and prepare them to be self-sufficient, contributing members of society."